

Bellflower Unified School District

Expanded Learning Opportunities Program (ELO-P) Plan 2025 - 2028



BUSD Together: Unified in Purpose

Prepared by:
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January 2026

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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1. Albert Baxter Elementary School
2. Craig Williams Elementary School
3. Ernie Pyle Elementary School
4. Esther Lindstrom Elementary School
5. Frank E. Woodruff Elementary School
6. Intensive Learning Center
7. Ramona Elementary School
8. Stephen Foster Elementary School
9. Thomas Jefferson Elementary School
10. Washington Elementary School
11. Bellflower Middle & High School
12. Mayfair Middle & High School
13. Somerset High School
14. Las Flores Home Education Independent Study Academy

Governing Board Approval Date: January 22, 2026

Review/Revision Date: January, 2027

Review/Revision Date: January, 2028

Definitions

Expanded learning:

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

Expanded Learning Opportunities:

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency’s program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Bellflower Unified School District prioritizes safe and supportive environments; accordingly, our Local Control and Accountability Plan (LCAP) Goal 1 is to provide all students with safe, collaborative conditions for learning. Our commitment to a safe and supportive environment extends to our Expanded Learning Opportunities and Programs. BUSD's Expanded Learning Opportunities Program creates physically safe and medically secure environments through the implementation of (1) comprehensive safety procedures and health practices, (2) structured supervision, and (3) positive management techniques and clearly defined behavior expectations.

For the student's physical safety, all elementary campuses are fenced, gated, and have one entry and exit gate during program hours. Students are required to be signed in and out, and program enrollment is tracked in our Aeries database. Daily attendance is taken by our program partners, with cooperation between program partners and the school office staff. Additionally, parents/guardians are required to physically connect and demonstrate ID before each site manager releases their child. Program times, designated gates, and contact information is established for each individual site and shared with participating families. Regular safety drills are conducted to make certain students know expectations in the event of an emergency. Additionally, our partner utilizes the Remind App to keep parents informed of any essential communications and/or emergency event.

To facilitate a medically secure environment, our district nurse trains our program partners in basic first aid annually and is available for consultation as needed. Additionally, should an individual student need medication or have specific health needs, the district nurse works with school sites to appropriately train and prepare program staff.

Furthermore, structured supervision is provided throughout the extended learning program by adhering to staffing ratios at all times. The ratios are mandated by California Education Code Section 46120(b)(2)(D) and are designed to ensure safe and supportive learning environments for all students. Our TK/K ratio is 10:1 and students in grade 1-6 follow a 20:1 ratio to maintain student safety and proper oversight at all times

BUSD's Expanded Learning Program creates a supportive environment by reinforcing the school's Positive Behavior Intervention and Supports (PBIS) framework. PBIS practices promote positive behavior, teaches expected behaviors, and provides support to create safe and respectful learning environments for all students. Program Leaders utilize each site's PBIS core values and framework to encourage students to make good choices and

contribute positively to the school community.

Our program partners' staff are trained annually and frequently around District safety procedures, medical safety, providing student supervision, and PBIS. BUSD is building upon a well established ASES program that has contracted with Think Together for years.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

BUSD's Expanded Learning Program fosters an emotionally safe and supportive environment by integrating social-emotional learning (SEL) through partner-provided curriculum, MindUp and District staff training with Capturing Kids' Hearts. MindUp is an evidence-based curriculum for PreK-8th grade that promotes understanding of the brain, giving kids and adults strategies for improved self-regulation, stress management, focus, empathy, and optimism. "Capturing Kids' Hearts" is a relationship-based approach to creating positive and effective K-12 learning environments by focusing on building meaningful connections between students and teachers. It uses tools like the EXCEL Teaching Model and Social Contracts to foster student social-emotional well-being, teamwork, and self-managing behaviors, leading to improved academic performance, reduced discipline issues, and a strong sense of community. Together, this curriculum and approach help students develop essential skills—self-awareness, self-management, social awareness, relationship-building, and responsible decision-making—while creating a culture of trust, respect, and belonging. To further support students' well-being and create a more emotionally safe environment, the program may employ 2-4 part-time or full-time counselors who provide both immediate and ongoing mental health support, addressing challenges such as low self-esteem, bullying, and stress. By combining structured SEL instruction, positive relationship-building, and accessible mental health resources, the program ensures that every student feels valued, supported, and empowered to succeed academically, socially, and emotionally.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

BUSD's Expanded Learning Program supports the instructional day through structured and consistent collaboration. Our collaboration between Think Together Site Coordinators, Site Teacher Liaisons and school staff opens and strengthens our lines of communication to better meet the learning needs of our students.

Academic goals, homework assignments, and intervention needs are shared by grade levels, classes, and on an individual student basis. Our Site Coordinators are on campus by mid morning and use this time to prepare for the program, gather daily attendance, share any concerns with school staff, communicate with individual teachers, and immerse themselves in the school culture. Site Teacher Liaisons work closely with Site Coordinators to meet

students' needs. Teacher Liaisons support academic growth by clearly articulating program components with teachers, sharing concerns and developing solutions regarding individual students, providing feedback to program staff, and monitoring the program.

Homework assistance is offered daily to all students. Additionally, high dosage tutoring is offered to differentiate student learning and progress in the area of ELA and Mathematics. Progress is monitored and celebrated throughout the year. Academic lessons that are planned for students include lesson objectives that are clearly displayed, communicated verbally, and understood by students. A variety of structural models are used as students are actively engaged in whole groups, small groups, partners, and independent work. BUSD's Expanded Learning Program embraces active learning through expansion of existing content knowledge, development of new skills, and applying new knowledge and skills to learning. Students are actively engaged in learning by working together on projects, contributing to relevant discussions, and attentively completing activities.

A wealth of enrichment options are provided to our students in the area of art, STEM, and foreign language to supplement and enhance daily instruction. Enrichment lessons and activities are collaborative, based on students' interests, and hand-on. For our secondary students, we focus on CTE coursework and classes that focus on college and career awareness and experiences.

We contract with Mobile Ed. Productions for quality on site assemblies and portable hands-on museums. Assemblies are based on content standards and enhance students' academic knowledge. These will allow students to experience fun, exciting lessons on visual arts, science, and STEAM to supplement concepts learned at school. Students have the opportunity for active engagement and participation on a variety of interesting topics. We also partner with the Los Angeles Music Center to provide our students with culturally engaging and relevant assemblies that promote cultural appreciation and understanding.

Furthermore, beyond the base program, school sites and individual BUSD staff members provide academic interventions and enrichment opportunities in the form of youth conferences, clubs, or classes and field trips that supplement the day program. All BUSD students have access to extended field trips to colleges, science and art museums/outings, health/wellness experiences, and opportunities for community and civic engagement.

Equally important, the ELOP supports our Extended School Year and TK/K programs that support our students with additional academic support.

Finally, The Extended Learning Opportunities Program (ELOP) serves as a strategic complement to California's Attendance Recovery (AR) framework established under Education Code Section 46211, providing comprehensive support structures that directly address chronic absenteeism through expanded learning opportunities. Under the state's AR program, local educational agencies can offer supplementary instructional sessions outside regular school hours to help students recover missed instructional time and generate average daily attendance for funding purposes. ELOP enhances this effort by creating

multiple pathways for student engagement through before-school, after-school, weekend, and intersession programming that not only provides the structured academic support required for AR compliance but also builds the meaningful relationships and engaging learning experiences that encourage consistent attendance. When offered in conjunction with AR programs, ELOP can utilize its funding to support attendance recovery efforts, provided both programs meet their distinct requirements and are operated at the same school site by certificated staff.

ELOP's integration with Attendance Recovery creates a powerful intervention model that addresses both the immediate need to recover instructional time and the underlying factors contributing to chronic absenteeism. The program's wraparound services, including academic tutoring, social-emotional support, and family engagement initiatives, directly target the barriers that prevent regular attendance while simultaneously providing the standards-aligned instruction required under the AR framework. Students participating in ELOP can concurrently engage in Attendance Recovery programming without restriction to their full range of expanded learning opportunities, ensuring that attendance improvement efforts enhance rather than limit their educational experience. This dual approach not only helps students meet the minimum daily minute requirements necessary to generate attendance credit under Education Code provisions but also fosters the school connectedness and academic confidence essential for sustaining long-term attendance improvement and academic success.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

BUSD's Expanded Learning Program provides opportunities for skill building in academics through ELA and Mathematics; enrichment through STEM activities; technology with 21st century skills; positive behaviors with social-emotional learning lessons; visual and performing arts opportunities; and gross motor skills with physical activities throughout the program. Structured activities provide students with exposure to a multitude of skills as they develop academically, behaviorally, emotionally, and physically to become well-rounded individuals.

Academic foundational skill building in ELA is provided to primary students through daily phonics, and phonemic awareness lessons to build literacy and fluency. Upper elementary students focus on Close Reading by citing text evidence, identifying main ideas, and reading texts across content areas. Mathematics skills are reinforced through practice with problem solving and explaining their thinking with the use of ST Math and PAPER Missions.

Enrichment STEM lessons are provided by our partners Stemnetics and Nexlore. Students have opportunities to build their skills in the area of computer science, engineering, and robotics. Students learn how to ask scientific questions and test their hypotheses through experiments and projects provided by our partners. College and career readiness are emphasized as lessons are connected to careers in the STEM fields. Mobile Ed. Productions

on site assemblies reinforce STEM lessons with assemblies which include: Forces and Motion, The Magic of Science, and the STEAM Museum. Students apply the skills taught and knowledge learned to the instructional day and their education as they progress as learners.

Social-emotional learning (SEL) skills build self-awareness, social awareness, relationship skills, responsible decision making, and self-management. Program partners teach SEL lessons using Mind Up each day for approximately thirty minutes. Mindfulness and yoga are incorporated into weekly activities. The SEL lessons build self-regulatory behaviors, which assist students in making better decisions, focusing in class, behaving in socially appropriate ways, and controlling their impulses.

Gross motor skills are taught through thirty minutes of physical activity daily with Coordinated Approach to Child Health (CATCH). All activities are designed to engage students with physical movement and participation for at least 90% of the activity time. Sportsmanship, team building, and sports related skills are explicitly taught. Site based tournaments encourage students to focus on skill building, engage in appropriate play, and build self-confidence. Students enjoy playing a variety of sports, games, and physical activities.

Students have the opportunity to develop other languages with another one of our partners who provides layered services. Learning a new language is a valuable skill that strengthens cognitive abilities, enhances communication, and opens doors to diverse cultures and perspectives. It develops critical thinking, problem-solving, and adaptability, all of which are essential for personal and academic growth. Additionally, our partnership with the Los Angeles Music Center provides our students with the opportunity to learn about and appreciate other world cultures.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The Expanded Learning Opportunities Program (ELOP) offers youth voice and leadership by providing students with opportunities to participate in decision-making, share ideas, and take on leadership roles within program activities. Through student councils, peer mentoring, project planning, and collaborative group activities, students learn to advocate for themselves and others, develop confidence, and practice skills such as teamwork, problem-solving, and effective communication.

BUSD's Expanded Learning Program elevates youth voice and leadership through all aspects of the program, and it is a critical component to Continuous Quality Improvement (CQI). Our program authentically partners with youth as participating students play a vital role in program design and implementation. Meaningful

opportunities are provided to plan, implement, and evaluate program activities. Our partner, Think Together surveys our students multiple times per year regarding programming which leads to our continuous improvement.

Allowing youth structured times to speak about their own ideas, opinions, and thoughts is transformative for both students and the program. Activities such as What's Up Meetings and Program Huddles specifically give students the forum to share their thoughts and preferences for program components. For example, students create ideas for Friday Club Days and then participate in organizing the activity. Club offerings also reflect the interests of students, and the talents and skills of the staff. This empowers students to have a positive impact on the program, while learning the value of their own voice and opinions.

Youth leadership is enhanced in a multitude of ways as students are encouraged to engage in leadership roles and responsibilities. Individual students lead activities throughout the program and facilitate portions of the learning lessons. Leadership teams work together to plan and organize events and activities. By intentionally building relationships among youth and staff through activities, conversations, and positive interactions students develop leadership skills that can be applied to any situation.

Students are regularly surveyed for input about program offerings in regards to their unique interests. Our program will be adapted and students' interests integrated into identified clubs, selected curriculum, activities, and projects. Student collection strategies include engagement surveys, student feedback, formative assessments, and data reflection. A continuous cycle of collaboration, feedback, and reflection builds youth voice and leadership while improving BUSD's Expanded Learning Program.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Students engage in healthy choices and behaviors by following the District's Wellness Policy, eating nutritionally balanced meals, and engaging in physical activities. Program partners encourage students to make healthy lifestyle choices during the program, so that these behaviors can be instilled in students' daily lives.

BUSD and our program partners collaborate to follow our District's Wellness Policy. BUSD's Nutrition Center provides healthy, nutritionally balanced meals to students each day. During the Extended Learning day, students are served a supper snack each evening during the instructional day. Additionally, students are taught through thirty minutes of physical activity daily with Coordinated Approach to Child Health (CATCH). All activities are designed to engage students with physical movement and participation for at least 90% of the activity time.

For intersection and summer, students are served both breakfast and lunch. Program partners' staff organize and serve the meals that are delivered to each site daily. An established time for breakfast, 8:00-8:30 a.m. and lunch, 12:30-12:55 p.m. makes certain that students have sufficient, uninterrupted time to eat and finish their meals. Organized play through recesses and skill building games are scheduled daily. Additionally, thirty minutes of physical activity involves students in moderate to vigorous physical activity at least 90% of the activity time. Specific activities such as Soccer for Success encourages physical activity, healthy life choices, good sportsmanship, and team building skills.

Finally, in direct response to stakeholder feedback, the district will enhance the ELO-P by introducing a robust sports program that offers students exposure to a diverse range of athletic activities. This expanded programming will provide structured opportunities for students to learn fundamental skills, develop teamwork and sportsmanship, and participate in intramural competitions. By offering varied sports options beyond traditional athletics, the program will engage students with different interests and skill levels, promoting physical fitness, building confidence, and fostering a sense of school community.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

BUSD and all of our program partners value and promote cultural and linguistic diversity. We are committed to creating safe, inclusive, and welcoming environments for all students, staff, volunteers, and community members. Equity is a BUSD Core Value and as a result we expect all students and staff to treat one another with dignity and respect while addressing the individual needs of all. This expectation and value extends to all aspects of our Expanded Learning Program.

Cultural and linguistic diversity is embraced as students celebrate their culture and unique backgrounds with field trip experiences, multi-cultural assemblies, and content that embrace diversity. Program staff include adults with cultures and backgrounds similar to students, further valuing each student's own culture and diversity.

The program's enrichment component allows for students to use academic skills in a variety of engaging activities where students incorporate and celebrate their culture, unique backgrounds, voice, and expression through discussions, presentations, and the creation of projects. Our Expanded Learning Program integrates culturally rich experiences that highlight the heritage of students through celebrations such as: Hispanic History Month, Black History Month, and Women's History Month. To further promote diversity, the program exposes students to cultures and heritages different from their own.

It is essential that linguistically diverse students have access to expanded learning opportunities, while having their language needs met. Our program focuses on engaging,

hands-on activities that are accessible for our English learners. Program staff are trained to use language supports, such as visuals, realia, and modeling. They also frontload vocabulary during lessons and STEM activities to provide meaningful access to our English Learners. Finally, the staff at our Dual Immersion campus also speak the partner language of Spanish which provides our students with opportunities to practice and engage with staff in the Spanish language.

Additionally, BUSD's expanded learning program allows all students to learn another language through enrichment courses after school with our partner. Providing students with the opportunity to learn multiple languages embraces more cultures and enriches the lives of our students.

BUSD's Expanded Learning Program also embraces our students with disabilities. Site Coordinators arrive on campus mid morning each day, which gives them opportunities to collaborate with site staff and teachers to fully understand and plan for students with special needs. Our Special Education department services a wide spectrum of students with special needs and they are available for training, collaboration, or planning. Program design prioritizes active, hands-on learning which is a structure most special needs students thrive in. Enrichment components provide students who struggle academically with opportunities to develop, improve, and excel in areas that are not confined to traditional academics. BUSD's Expanded Learning Program can contract with providers to provide individualized support for all students who require more intensive behavior accommodations to access the program. We believe that including students with a diversity of needs, gifts, and experiences adds depth and richness to the program for all staff and students.

Creating an inclusive Expanded Learning Program allows BUSD to service the needs of all students and assist them in overcoming potential barriers to both program access and their education.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

BUSD's program partners work with BUSD administration and the broader community to identify and recruit highly qualified candidates. Staff is culturally reflective of the student population: ethnically, geographically, and linguistically. Quality standards and staff training are embedded within the company structure of the program partners. Our BUSD administrator who oversees the Expanded Learning Program has designed a multi-tier approach to monitor the quality of the program.

Within the Think Together company, a Quality Assurance Coach is assigned to BUSD who supports staff and monitors quality effectiveness at all of the program sites. The Quality Assurance Coach visits sites, provides necessary supplies, evaluates staff, and coaches individuals as needed. Site Coordinators are on site mid morning each day to support program implementation, work with district and site staff, engage and involve parents, and supervise and train all program staff. Program Leaders facilitate all program activities with student participants. Program Leaders are provided an opportunity to substitute at various sites before being permanently placed. New hire orientations and a continuous cycle of training is provided for all staff members.

BUSD's program administrator who facilitates the Expanded Learning Program collaborates monthly with program partners to discuss attendance, program needs, special events, and program planning. Our administrator also meets with teacher liaisons monthly to discuss program observations, program needs, areas of improvement, and upcoming events. Teacher liaisons complete digital observations of Program Leaders and classes weekly. These digital observations are shared with our BUSD program administrator, Think Together Quality Assurance Coach and management team, site principals, and Site Coordinators. By sharing these observations with everyone, we all work together to address issues, support the program, and make improvements. Site Coordinators complete an end of week report that is also emailed to everyone. This allows for student issues and the program needs to be addressed immediately. This high level of collaboration increases staff feedback and creates a highly trained staff who are meeting the needs of our students.

BUSD students engage with quality staff daily. Students are grouped according to grade level spans with a 10:1 student to staff ratio for TK - K and a 20:1 student to staff ratio for 1st - 6th graders. Groups are assigned a Program Leader who transitions with students to various activities during the program. These groups create a classroom community who bond with one another and the program staff. They have a well established, structured management system that creates a culture of success for all. Our Site Coordinators oversee the entire program and have the opportunity to establish a positive rapport with all students and families. Site Coordinators work with Program Leaders and students to organize regular routines, handle student issues, and build an effective program. As students engage with caring program staff, they have the ability to learn and flourish in our Expanded Learning Program.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Minimum Qualifications of an Instructional Aide:

BUSD Instructional aides must meet the following qualifications: have a high school diploma or equivalent, demonstrate competency in basic academic skills, and pass any required background checks. Preference is given to candidates with prior experience

working with children or training in educational support, classroom management, or social-emotional learning strategies.

Health and Safety Screening for Staff:

All staff undergo a comprehensive health and safety screening process prior to employment, which includes a tuberculosis (TB) test and a criminal background check. Staff are also required to complete mandatory safety training, including first aid, CPR, and protocols for maintaining a safe and inclusive learning environment. Ongoing professional development ensures that staff remain informed about current health and safety practices.

Maintaining Minimum Staffing Ratios:

The program strictly adheres to the supervision ratios required under EC Section 46120(b)(2)(D) to ensure student safety at all times. Ratios are maintained by carefully scheduling staff assignments, monitoring group sizes, and employing additional staff as necessary. For example, TK/K groups maintain a maximum ratio of 10:1, and grades 1–6 maintain a maximum ratio of 20:1. Staff assignments are adjusted as needed to accommodate mixed-age groups or increased enrollment, ensuring compliance with all ELOP staffing requirements.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Staff Training and Development Plan:

Our program provides a structured staff training and development plan designed to equip all team members with the knowledge, skills, and tools needed to effectively engage and enrich students. Staff participate in initial onboarding and orientation that covers program policies, safety procedures, behavior management strategies, and social-emotional learning (SEL) practices. Professional development includes training in evidence-based curricula, such as SEL programs provided by our partners and Capturing Kids' Hearts, as well as workshops on culturally responsive practices, academic enrichment strategies, and positive youth development.

Staff have access to ongoing resources, including lesson planning guides, activity toolkits, classroom management supports, and coaching from experienced educators with our site Teacher Liaisons. To enhance program quality, we provide three days of professional development determined by program needs on three non instructional days. We provide training around (1) Capturing Kids Hearts, (2) PBIS, and (3) specific academic strategies or programs for Program Leaders so they can assist students with their academic needs.

These sessions focus on building staff competencies in student engagement, enrichment delivery, safety, and social-emotional support, ensuring staff are fully prepared to foster a safe, supportive, and academically enriching environment for all students.

8—Clear Vision, Mission, and Purpose

Explain the program’s clear vision, mission, and purpose.

BUSD has three clear, succinct LCAP goals that are the overarching focus for all of our schools and programs. BUSD LCAP goal one will provide all students safe, collaborative conditions for learning; goal two will provide all students with guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready; and goal three will provide ongoing communication and opportunities for stakeholders to advocate for the success of all students. BUSD’s Expanded Learning Program uses our BUSD LCAP goals as the foundation for our vision, mission, and purpose.

Providing all students safe, collaborative conditions for learning is our top priority. Our Expanded Learning Program begins with clean and secure campuses that are staffed with high quality employees. Management systems for attendance, meals, program activities, and student behaviors ensure program effectiveness. Students’ social-emotional needs are met through PBIS, SEL curriculum, caring staff members, and opportunities for students to participate in program design.

Providing all students with a guaranteed, viable curriculum through effective, data driven instructional practices to ensure all students are college and/or career ready is enhanced through program components. Students have academic support with homework assistance, high dosage tutoring, access to digital platforms that provide individual academic support like ST Math or Paper, and supplemental intervention for ELA, Math, foundational skills, and content focused enrichment activities.

Through STEM activities, our program partners focus on careers in the field of science to broaden students’ perspectives and knowledge. Enrichment assemblies further increase content knowledge and skills as topics are related to subjects learned in school. 21st century skills are reinforced through collaborative research projects and presentations. BUSD’s Expanded Learning Program extends learning, promotes academic growth, and prepares students for their futures.

Providing ongoing communication and opportunities for stakeholders to advocate for the success of all students occurs during the planning process of our program and continues throughout the program as part of our cycle of improvement. We frequently survey our students and families to ensure we provide a quality program. Through these surveys and discussions with our families during program events we actively listen to community input and apply their feedback for program improvements. As we collaborate with parents, advisory committees, and community partners, we integrate their needs, ideas, and suggestions into our program. Continuous communication is beneficial for students, families, program partners, and BUSD.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Students and families are actively involved in the creation of the program plan through surveys, focus groups, and community meetings, providing input on academic enrichment, social-emotional learning, and general enrichment opportunities. Their feedback helps shape program priorities, activities, and scheduling to ensure that the program meets the diverse needs of the community.

Throughout the year, families remain engaged through regular communication, such as newsletters, emails, and parent meetings, as well as opportunities to participate in events, volunteer, and provide ongoing feedback. Students are empowered to share their voices through student councils, activity planning committees, and periodic surveys, ensuring their interests and perspectives guide program activities. This ongoing collaboration fosters a strong home-school connection and ensures the program remains responsive, inclusive, and reflective of the community it serves.

Additionally, Think Together Site Coordinators are on site by mid morning daily, allowing them to confer with site staff and families to fully understand and meet the needs of all students. Site Coordinators call families and/or arrange meetings with families to discuss any program needs or concerns. This communication and collaboration creates a strong team to improve program quality to fully address the enrichment needs of our students.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Community and Partner Engagement:

The LEA engaged Community-Based Organizations (CBOs) and other non-LEA partners in designing the program plan through collaborative planning sessions and needs assessments to identify enrichment opportunities, academic supports, and social-emotional learning priorities. Partners provided expertise, resources, and input to ensure the program reflects the diverse needs of students and the community.

The YMCA provides morning care for our families at all of our sites as part of our Expanded Learning Program. Our families had an interest in AM care and as a result this partnership supports our community. Additionally, YMCA provides Playground Partners to assist with structured play at recess for all of our schools sites. Playground Partners is integrated into the non-instructional days to assist students in developing good character as they learn

positive ways to actively play in a variety of games.

Nexplore and Stemnetics are our partners that provide STEM based enrichment opportunities to our students in the area of coding, robotics, engineering, and science. Nexplore also provides enrichment services in the area of culture and health as many of our sites request Folklorico and Cooking as part of their enrichment services.

We partner with Mobile Ed and the Los Angeles Music Center for assemblies. Mobile Ed brings to life History and Science by using props, hands-on activities, technology, and performances to cover subjects like STEAM & history to make learning fun and engaging while supporting classroom education and motivating students. The Los Angeles Music Center provides our students with multi-cultural assemblies and performances.

We partner with Berlitz who provides our students with classes that allow them to learn a language other than English. Many of our school communities requested the opportunity to learn other languages as part of their enrichment program.

Think Together, our primary partner who provides the base Expanded Learning Program for 12 sites for 180 days and 30 non instructional days collaborates with us to ensure we provide a quality program. THINK Together is a California-based non-profit organization that provides high-quality, free after-school programs and expanded learning opportunities for K-12 students in underserved communities. Through partnerships with schools, parents, and the community, THINK Together aims to help each student achieve their full potential by offering academic enrichment, homework assistance, tutoring, physical activities, and nutrition education in a fun and safe environment.

These CBOs and non-LEA partners are actively involved in the administration and implementation of the program by providing direct services, coordinating enrichment activities, delivering specialized instruction, and supporting student mentorship and leadership opportunities.

The program is intentionally coordinated with other initiatives, such as Multi-Tiered Systems of Support (MTSS), to create seamless academic, social-emotional, and behavioral support for students. This alignment ensures that students receive consistent support across settings, maximizing program effectiveness and fostering a holistic approach to student growth and well-being. Below is a table that demonstrates the seamless integration.

	Tier I Support	Tier II Support	Tier III Support
Academic	<p>All students have access to HW assistance.</p> <p>Access to ST Math at the elementary and Paper Tutoring for both elementary and middle schools.</p>	<p>High dosage tutoring is differentiated for all students.</p> <p>Beyond the base, program providers facilitate student</p>	<p>Option of daily high dosage tutoring for multiple sessions.</p>

	<p>All students have access to field trips when provided for academic enrichment.</p> <p>All students have access to base program and above program enrichment experiences with layered service providers.</p>	<p>based intervention services in ELA and Math.</p> <p>Paper Tutoring and Paper Missions in ELA and Math.</p>	
Behavior	<p>Alignment with the PBIS framework for each school site for after school. Including a behavior matrix and acknowledgements.</p> <p>Implementation of behavior support strategies from Capturing Kids’ Hearts framework.</p>	<p>Differentiated behavior supports with more intensity and frequency, such as “if-then boards or token systems.</p> <p>Access to Check-In and Check-Out within the ELOP.</p>	<p>Access to counseling support with an ELOP counselor.</p> <p>Differentiated behavior supports with more intensity and frequency and access to a behavior support assistant.</p>
SEL	<p>All students receive the Mind-Up curriculum weekly through THINK Together.</p> <p>Additionally, all students receive skills associated with the relationship approach to learning with Capturing Kids’ Hearts.</p>	<p>Access to ELOP counseling groups in a variety of areas such as growth mind-set, self-regulation, self-esteem, and friendship groups.</p>	<p>Access to individualized counseling during the extended day based on individual needs.</p>

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Over the next three years, our plan is to develop a more robust and rigorous collection of data that better supports all facets of CQI. We collect student social, behavioral, and skill development data through multiple measures, including attendance records, behavior observations, SEL assessments, student surveys, and feedback from staff and families. This data can capture outcomes related to social-emotional competencies such as self-control, social skills, perseverance, conflict resolution, academic mindset, and school connectedness.

For example, if data indicates that students are struggling with perseverance or conflict resolution, the program may add targeted SEL lessons, integrate team-based problem-solving activities, or provide professional development for staff on de-escalation strategies. By using data intentionally in this way, the program strengthens student engagement, supports positive behavior, and fosters the skills necessary for academic and personal success.

Currently, we integrate multiple opportunities for our school communities to continue to provide feedback with surveys and meetings. Meeting the needs of our families and students is our top priority and we will integrate them into our cycle of continuous improvement.

Think Together uses the Quality Technical Assistance Framework to provide ongoing, needs driven professional development and support to all staff in an effort to create an effective, high quality Expanded Learning Program. Comprehensive rubrics assess staff performance and program implementation. Think Together Quality Assurance Coaches and Site Coordinators facilitate ongoing, in person development through on site coaching. The Quality Self-Assessment Tool developed by the California Afterschool Network and Core Program Assessment inform Think Together's Continuous Quality Improvement Plans. Using these guidelines, a continuous cycle is used to plan, implement and assess the program.

Finally, through the weekly digital observation forms from teacher liaisons and the end of week forms from Site Coordinators, we are able to address issues immediately and correct any program concerns. Furthermore, these documents provide consistent guidance and assessment of program quality and areas for growth in real time.

A multi-layered approach to communication, input, and feedback ensures that information gathered from various resources and school community members (including our youth) are interwoven into a high quality Expanded Learning Program.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

[THINK Together Parent-Student Handbook](#)

[BUSD AR Regulation 5148](#)

Our district administrator will oversee all sites, conduct site visits, and manage the ASSES and ELO-P budgets to appropriately spend fiscal resources. Our district level team consists of administrators from various departments collaborating to design and implement a high

quality Expanded Learning Program.

Individual sites have a teacher liaison to meet site needs. Teacher liaisons dedicate at least twelve hours monthly to support the Expanded Learning Program in a multitude of ways. Teacher liaisons and Site Coordinators work closely to meet program needs.

Think Together has designed a program management system for multiple sites that integrates: data reflection to assess performance and ongoing needs of students as they collaborate on strategic program adjustments, coaching to provide refresher trainings and on site coaching for program staff to meet quality standards, and community feedback from both internal (school administrators, staff, students) and external (parents) sources. Structure, systems, and continuous communication assist BUSD in building a strong Expanded Learning Program that meets the needs of our community, families, and students.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

Ninety percent of our ELOP budget is allocated to our Bellflower staff and partners who provide the after care, morning care, and enrichment programs for our students. The \$8 million allocated in contracts and services include but are not limited to YMCA, Think Together, Lego Education, a high dosage tutoring program, transportation for field trips, Stemnetics, Nexplore, Berlitz, and other organizations that support the Bellflower Unified School District vision to provide high quality extended learning opportunities for our students.

		25-26 Total Grant Award: \$10,038,460
1000(s)	600,000	ELOP liaisons, additional hours for certificated teaching staff, counselors
2000(s)	50,000	classified staff for direct services to students
3000(s)	250,000	benefits
4000(s)	238,460	supplies
5000(s)	8,000,000	contracts and services
	450,000	indirect costs
Total	10,038,460	

**600,000 for admin cost & indirect costs which is 6% of the grant (max is 15%)*

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Implementation of Policies, Procedures, and Budget Oversight:

Bellflower Unified will ensure proper implementation of program policies, procedures, and budget requirements through a combination of oversight, accountability systems, and continuous monitoring. Clear written policies and procedures are established and communicated to all staff and partners to guide daily operations, student safety practices, staff responsibilities, and program expectations. Site coordinators and administrators receive training to ensure fidelity of implementation and alignment with state and local requirements.

Budget oversight is maintained through established Bellflower Unified financial protocols, including regular review of expenditures, alignment of spending with approved program plans, and adherence to all state and federal guidelines. Program leadership collaborates with fiscal services to track spending, monitor allocations, and ensure resources are directed toward staffing, enrichment activities, professional development, and student support.

To maintain accountability, Bellflower Unified conducts regular program reviews, site visits, and data collection to assess compliance and effectiveness. Adjustments are made as needed based on program evaluation, stakeholder feedback, and Continuous Quality Improvement (CQI) practices. This comprehensive approach guarantees that all ELOP requirements are implemented with fidelity, transparency, and fiscal responsibility.

¹(California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

²(California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³(EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? Yes No

Do you have a 21st CCLC Grant? Yes No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Leveraging Multiple Funding Sources:

Bellflower Unified has a well established and fully integrated ASES program at our seven (7) Title I Elementary Schools. Funding streams are aligned to avoid duplication and instead maximize resources, ensuring all students have equitable access to high-quality expanded learning opportunities.

For example, ASES is used to support core academic assistance, literacy, and STEM enrichment, while ELO-P funds may expand access to additional enrichment activities, social-emotional learning supports, and extended program hours to serve all TK–6 students at all sites and not just ASES sites. Additionally, ELO-P funds are used for both intersession and summer expanded learning days at all elementary sites. Shared staffing, professional development, and facility use will further integrate the funding sources, allowing for consistency across sites and sustainability of services.

By leveraging all available funds, the LEA ensures the Expanded Learning Program is cohesive, equitable, and responsive to student and family needs.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

Serving Transitional Kindergarten and Kindergarten Students:

The program recognizes the unique developmental needs of transitional kindergarten (TK) and kindergarten students and ensures compliance with the required pupil-to-staff ratio of no more than 10:1, as outlined in EC Section 46120(b)(2)(D).

Staff Recruitment and Preparation:

To meet this ratio, the program implements a recruitment plan targeting instructional aides, child development specialists, and staff with early childhood education (ECE) training or experience. Once hired, staff participate in onboarding and ongoing professional development focused on early childhood development, social-emotional learning, positive behavior management, and strategies for supporting younger learners. Training will also include components on safety, structured supervision, and age-appropriate engagement practices.

Maintaining Ratios:

Ratios will be maintained by careful scheduling and monitoring of group sizes at each site, with program leadership adjusting staffing assignments as needed to ensure compliance. Additional staff will be placed in classrooms when mixed-age groups include TK/K students, defaulting to the 10:1 ratio across the group.

Developmentally Informed Curriculum:

The curriculum, the room environment, and program design will be developmentally informed to support the growth of younger students. Activities will emphasize hands-on, play-based learning, language development, fine and gross motor skills, and early literacy and numeracy. Social-emotional learning (SEL) will be embedded to help students build self-regulation, cooperation, and conflict resolution skills. Daily routines will balance structured enrichment with unstructured play and exploration to support whole-child development in a safe and nurturing environment. All sites have an appropriate age based playground as well to support the needs of our younger students.

Together, these strategies ensure that TK and kindergarten students receive developmentally appropriate support in a safe, engaging, and well-supervised expanded learning program.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Culturally and Linguistically Effective Communication:

The LEA offers the Expanded Learning Opportunities Program (ELO-P) to pupils and families using culturally and linguistically appropriate communication channels. All outreach materials, including flyers, enrollment forms, program handbooks, and digital communication, are provided in English and Spanish. Information is shared through multiple platforms—school websites, Parent Square, BUSD's parent portal, emails, social media, and in-person parent meetings—to ensure equitable access. Bilingual staff and interpreters are available to assist families in understanding program details and completing enrollment paperwork.

Enrollment Process:

The enrollment process is designed to be clear, inclusive, and accessible. Enrollment forms are distributed to families through students' backpacks, school offices, and digital platforms. Families must complete the enrollment form electronically; however, assistance is available when requested. Completed forms are securely stored by site coordinators in compliance

with district policies for record-keeping and student privacy. Enrollment will prioritize equitable access, with outreach targeted to underserved populations to ensure participation from all student groups.

Transportation:

Transportation will be provided based on district policy and available resources. Where feasible, HopSkip Drive will be coordinated to allow students to travel safely to and from the program, with priority given to students who would otherwise face barriers to participation due to transportation needs.

Through these culturally responsive communication strategies, accessible enrollment processes, and attention to transportation, the LEA will ensure that all families have the opportunity to engage in the ELO-P.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Once the base ELO-P program requirements are satisfied, students have the opportunity to engage in additional enrichment opportunities through field trip opportunities coordinated by the Bellflower Unified School District staff and program partners. Bellflower Unified School District utilizes a google form that requires all of the above requirements to be completed prior to granting approval for any field trip through the Expanded Learning Program. All ELO-P funded field trips are outside of the core instructional day and adhere to staff requirements. The following information is used as our guidelines for granting field trips through the ELO-P:

1. College & Career Exploration

*As part of ELO-P, students participate in a College & Career Exploration trip to **[College/Workplace]**. This experience provides exposure to higher education and career pathways, connecting academic learning with real-world opportunities. The trip supports ELO-P goals by fostering future readiness, building student confidence, and expanding learning beyond the school day.*

Sample Locations:

- Local community colleges (e.g., **Long Beach City College, LA Trade-Tech, Cerritos City College**)
 - Universities (e.g., **USU Long Beach, UCLA, CSU Fullerton, USC**)
 - Trade & career centers (**apprenticeship programs, nursing schools, auto tech programs**)
 - Workplaces (**Google campus, local hospital, fire station, TV/radio studio**)
-

2. STEM & Innovation Enrichment

Through ELO-P, students visit [Science Center/Technology Hub/Museum], where they engage in hands-on STEM activities. The experience deepens student understanding of science, technology, engineering, and mathematics while encouraging curiosity, problem-solving, and teamwork. This trip supports ELO-P's emphasis on high-quality enrichment and expanded access to engaging academic opportunities.

Sample Locations:

- **Discovery Cube (Santa Ana)**
 - **California Science Center (Los Angeles)**
 - **La Kretz Innovation Campus (Los Angeles)**
 - **Griffith Observatory (Los Angeles)**
-

3. Arts & Culture Exposure

ELO-P students attend [Art Museum/Performance/Heritage Center] to explore arts and cultural enrichment opportunities. This experience provides exposure to diverse cultural perspectives, artistic expression, and creative problem-solving. The trip supports ELO-P outcomes by broadening students' worldviews, building appreciation for the arts, and promoting social-emotional growth."

Sample Locations:

- **LACMA (Los Angeles County Museum of Art)**
 - **Getty Museum (Los Angeles)**
 - **Museum of Latin American Art (Long Beach)**
 - **California African American Museum (Los Angeles)**
 - **Performing Arts Centers** (Broadway in Hollywood, local children's theaters)
 - **Cultural Heritage Centers** (Japanese American National Museum, Mexican Heritage Plaza)
-

4. Health, Wellness & Outdoor Learning

*As part of ELO-P programming, students participate in an outdoor learning trip to **[Park/Garden/Nature Center]**. This enrichment experience combines physical activity, environmental education, and social-emotional development. The trip supports ELO-P goals by promoting student wellness, teamwork, and hands-on learning in a natural setting.*

Sample Locations:

- **Local State Parks & Beaches** (Crystal Cove State Park, Madrona Marsh Nature Center)
 - **Botanical Gardens** (LA County Arboretum, South Coast Botanic Garden)
 - **Nature Centers** (El Dorado Nature Center, Whittier Narrows Nature Center)
 - **Working Farms & Ag Centers** (Tanaka Farms, Los Rios Rancho)
-

5. Community & Civic Engagement

*Students engage in a Community & Civic Engagement field trip to **[City Hall/Museum/Service Site]** through ELO-P programming. This experience allows students to learn about civic responsibility, leadership, and the role of community institutions. The trip aligns with ELO-P's mission by expanding learning opportunities, fostering student voice, and preparing students to be active, informed community members.*

Sample Locations:

- **City Hall / County Courthouse** tours
- **California State Capitol (Sacramento)**
- **Ronald Reagan Presidential Library (Simi Valley)**
- **Local history museums** (Autry Museum of the American West)
- **Community Service Sites** (food banks, Habitat for Humanity, animal shelters)

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

Bellflower Unified School District does not charge our families a fee to participate in the Expanded Learning Opportunities Program.

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with

*the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.***

Bellflower Unified's ELO-P/ASES programs begin at the end of the instructional day and continue until 6:00 p.m. Elementary sites have a slight variance in school start and end times, but all sites will minimally have a 9 hour expanded learning day. Many sites will have approximately a 9.5 hour expanded learning day.

BUSD ELO-P/ASES Program:

- 8:30 a.m. - 3:00 p.m. TK-6th Instructional Day
- 3:00 p.m. - 3:45 p.m. Check In, Opening, and Supper
- 3:45 p.m. - 4:45 p.m. Academics and Homework
- 4:45 p.m. - 5:45 p.m. Physical Activity, SEL, Enrichment, STEM
- 5:45 p.m. - 6:00 p.m. Check Out

BUSD ELO-P Secondary Program:

- 8:30 a.m. - 3:36 p.m. 7th - 11th Instructional Day
- 3:40 p.m. - 4:00 p.m. Check In, Opening, and Supper
- 4:00 p.m. - 5:00 p.m. Academics and Homework
- 5:00 p.m. - 6:00 p.m. Physical Activity, SEL, Enrichment, STEM
- 6:00 p.m. Check Out

BUSD Expanded Learning for Intersessions and Summer:

- 8:00 a.m. - 9:00 a.m. Check In, Announcements, Breakfast and Transitions
- 9:00 a.m. - 9:30 a.m. SEL Lesson
- 9:30 a.m. - 12:30 p.m. Foundational Skills for Literacy & Math Interventions
- 12:30 p.m. - 12:55 a.m. Lunch
- 1:00 p.m. - 1:55 p.m. Healthy Living, Physical Activity
- 1:55 p.m. - 4:45 p.m. STEM Activity, Arts and Enrichment, Assemblies
- 4:45 p.m. - 5:00 p.m. Check Out

Additional Legal Requirements

Below are additional legal requirements for the ELO-P.

Operations, Sites, ELO Program Plan, Family Fees, Ratio
EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours

EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
EC sections 8483.4(a) and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components
EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications
EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - Death of a child from any cause.
 - Any injury to a child that requires medical treatment.
 - Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.

- Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - Epidemic outbreaks.
 - Poisonings.
 - Fires or explosions that occur in or on the premises.
 - Exposure to toxic substances.
 - The arrest of an employee of a third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.